**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 1st** | | | **Date(s)**: This lesson will take 2 days to complete |
| **Unit Title:**  Wanted! A Few Good Friends | | | **Corresponding Unit Task: Task 5 day 2-3** | | |
| * **Essential Question(s):** How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? * Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas?   How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Ipads or computers** * **Paper** * **Pencils** | | | | **poetry –** Metrical writing produced by a poet that formulates a concentrated imaginative awareness of an experience using language that is chosen and arranged to create a specific emotional response through meaning, sound, and rhythm. Poetry includes nursery rhymes as well as the subgenres of narrative poetry, limerick, and free verse.  **Prose –** The ordinary language people use in speaking or writing. As a literary medium, prose is distinguished from poetry by its greater irregularity and variety of rhythm and is closer correspondence to the patterns of everyday speech.  **Punctuation -**  Marks used at the ends of sentences that show whether the sentence is a statement, a question, a statement with emotion, or a command. | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing/Speaking and Listening**  **Standards: SL.1.6 –** Produce complete sentences when appropriate to task and situation (See Grade 1 Language standards 1 and 3 for specific expectations).  **L.1.1 –** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print all upper and lower case letters. 2. Use **common**, **proper**, and possessive nouns. 3. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they them, their, anyone, everything). 4. Use determiners (e.g., articles, demonstratives). 5. Produce and expand complete **simple** and compound **declarative**, interrogative, imperative, and exclamatory sentences in response to prompts.   **L.1.2** – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and **names** of people**.** 2. Use end punctuation for sentences. 3. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 4. Spell untaught words phonetically, drawing on phonemic awareness and spelling   **W.1.6** – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  **W.1.8** – With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., books, computers) to answer questions.  **I Can Statement(s):** I can contribute to a digital class memory book. I can write complete sentences using correct capitalization, punctuation, and spelling.  **DAY 1**  **Instructional Plan:**  Teacher will teach the definition of an antonym to the whole class. She will give a couple of opposite pairs as an example and encourage the students to guess the antonym of her word. The teacher will read the book “Inside Outside Upside Down” by of Stan and Jan Berenstain and the students will participate in guessing the opposites in the story. Afterwards, the students will write a poem or song about opposite practicing rhyming words on <http://teacher.scholastic.com/whiteboards/languagearts.htm>. Go to Poetry Idea Engine and play! The class can print out the final poem to keep in a poetry class book. The students will decide on the title for the ongoing class book.  Poem idea:  I feel fast when I run,  But I like to walk more in the sun.  I like to dance. I like to bop.  Sometimes I get tired and have to stop.  (Alternative: write silly sentences, allow each child to contribute one sentence about something they like to do.)  The teacher will prepare the students for completing this task by conducting a guided writing activity. Each student will be asked to choose three of the characteristics of good friends identified in Task 2 that they feel best describe them personally and add them to the following story frame.  My name is \_\_\_\_\_\_.  I am a good friend because  I am \_\_\_\_\_\_\_.  I am also \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ .  When introducing the writing activity, the teacher will note the following language and grammar conventions:   * Correct use of capital letters and periods * Capitalizing the pronoun “I” * Capitalizing a person’s name * Proper spacing between words   When the students have completed the initial writing assignment, they will work in A-B partners to share their writing. A-B partners could be repeated several times in order to provide practice with oral reading.  **DAY 2**  The teacher will share and discuss the exemplar PowerPoint and explain to the students that they will create a similar memory book to share with their parents and other classes in the school.  The teacher will involve the students in designing the PowerPoint, including background, layout, color and font. With the support of the teacher, the class will decide on the final design, keeping it as simple as possible.  **Instructional Plan:**  The teacher will provide a time either in the computer lab or the classroom for each student to complete a slide by keyboarding the words. The teacher will:   * Demonstrate using the shift key for upper-case letters. * Demonstrate entering a period at the end of each sentence.   Working with the media specialists and or technology assistant if necessary, the teacher will insert the digital photographs of students that were taken at the beginning of school.  If desired, background music can be added to the presentation.  When complete, the presentation can be posted on the school’s School Center webpage for parents to access. It can also be run on the school wide video system for students in other classes to view. | | | | |
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| **Closing/Summarizing Strategy** | Go through the powerpoint created by the class. Have each child stand up when their slide comes up and read their sentences out loud to the class. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **If students complete their slide early they can add more to it.** | | **Work in small group or one on one with students who are struggling to complete their slide.** | | |  |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Use the rubric for power point presentation** | | | | | |